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EDITORIALS

The Human Element in Education

There are few creations and few creators in any notable progress. For instance, modern flour is a wonder of industry and science. And yet there have been only five creations that have produced the wonder of today from the individual mortar and pestle of three hundred years ago.

First, the mill, that rose heaven high above the individual, but it was still only the mortar and pestle of the Indian. The upper millstone was the pestle that turned on the lower or mortar millstone. The improvement was in the power that turned it. First the ox at the end of a long pole turned the upper millstone; then the horse was used because he was faster. Then the water wheel because the mill was too large for the horse. Then steam, because mills were nearer the market and transportation. It was always the mill magnifying mortar and pestle.

When the mill became so large and the wheat and flour too bulky for men to pass it from one process to another, the second creation was the endless belt with buckets that filled themselves automatically at the bottom and emptied themselves as they went over the top.

In time the big stone mill wheels were too cumbersome and the third creation was the substitution of iron rollers that took less space and could be adjusted. As the manufacturer of fancy baker products called for varieties of flour, there was the creation of sets of rollers, each set of rollers playing an important part in the improvement of the product, which was the fourth creation.

Then various wheats were created, adapted to soils and climates and to meet the notional housewife, which was the fifth creation.

Of each creation there have been innumerable improvements, as in the case of the ox and the horse, the water wheel and steam. To distinguish between creation and improvements characterizes the true historian.

The human element in education has produced few creations, though each has had many improvements. The first notable creative period was from 1783 to 1803, and the creators were Washington, Jefferson, Franklin, and their famous associate statesmen, and their great creation was the Ordinance of 1787, probably the greatest single American educational creation.

The second educational creative period was from 1823 to 1843, whose first creator was Samuel Reed Hall, who opened the first school

with the training of teachers in the new world, at Concord, Vermont, in 1823. In this period education has behind it the most virile men in public affairs, such as Charles Sumner and Edward Everett of Massachusetts, Henry Barnard of Connecticut, and Thaddias Stevens of Pennsylvania, all culminating in the world-renowned achievement of Horace Mann, whose three creations immortalized him—preparation of teachers, administrative supervision, and public appreciation of the public school.

Then again in the 'seventies Francis W. Parker made professional supervision necessary. In the 'eighties Stanley Hall made a new physical, mental and moral creation of boys and girls by magnifying adolescence. In the 'nineties Charles W. Eliot led the crusade for a high school for adolescents. In the first decade of the twentieth century James E. Russell championed the preparation of high school teachers for adolescents, and in the second decade of the century the high schools increased one hundred per cent. in enrollment, created the junior high school, raised the requirement for leaving school for work from fourteen years of age and the sixth grade to sixteen years of age and the eighth grade in most states, and to eighteen years and a high school education in some states.

When the second decade of this century began there wasn't a state attendance officer. Now many states are enforcing attendance laws.

But the really great achievement of the decade was the creation of a public sentiment which has made unprecedented progress in school buildings and equipment in city and country; in the elimination of school affairs very generally from political influence, in toning up in a remarkable way professional equipment of superintendents and teachers, but above all in lifting the Normal Schools to State Teachers Colleges with four-year courses and degree.

Eliminating the Static

Professor Dana Demorest, head of the department of metallurgy, Ohio State University, Columbus, is sure that he has invented a simple radio attachment which will intercept all forms of interference.

When will some college professor take time and invest genius in eliminating from college faculties the static atmosphere?

Indeed, professional messages are being annoyingly interrupted by the static atmosphere liable to interfere with modifications of any educational functioning.

Eliminating the static is one of the greatest needs of education.

Is it due to Dayton, Tennessee, that the demand for teachers of science is far greater than ever before, and greater than the supply?

Dr. Prosser in Boston

Dr. Charles A. Prosser of the Dunwoody Industrial Institute, Minneapolis, was the lecturer at the Twentieth Century Club, Boston, on January 9. His topic was "Industrial Education."

He said the problem before democracy is what President-emeritus Eliot of Harvard calls the "ever-receding goal," and Bernard Shaw says the trouble today is that the social machinery is too complicated for men. So complicated has it become that civilization is on the verge of breaking down; the reason for it being so is because it is too big for the poor finite mind. Shaw adds that if you want to handle the social machinery so as to obtain results looking toward the far-off goal, all you can do is to arrange to have the human race live longer. He brings back the age-old characters who have been watching the passing show, decade after decade. They ask Lloyd George, Winston Churchill and Joseph Chamberlain: "What do you do to get more in touch with the ever-receding goal? You cannot do it with material things." There are only three things you can do with human beings—one is to improve the stock; to improve your method of handling the stock, and by preparing it or training it. That is, preparing the stock to meet the rising social demands of social life and adjusting this human life to the demands of our environment and daily work.

It appears that the human mind has not improved in its machinery for 5,000 years. It is quite evident that Pericles and his contemporaries were the peers of any modern men, making an allowance for the materials they had. If it be true that the human stock is deteriorating in intelligence and native ability, the only thing to do is to increase vastly the way we handle the stock.

The only hope for this democracy, if the ever-receding goal still retains an ever-receding standard, is to make the maximum effort. The only way is to improve human beings and the standards of democracy. We are not to do it by force. I wonder how far our educational processes today are teaching the beings of less than the usual capacity and how far we can teach by compulsion. Can we force a child to have an idea? You must not, I think, substitute force for interest in the child.

Mayor Walker, New York City's new mayor, says that "no cliques, parties, or factions shall control the schools of the city for four years." Glory!

A copy of McGuffey's "Fourth Reader," in good condition, is for sale by Miss Kate E. Andrews, Teacher Training Class, Centralia, Missouri.

Mrs. Preston's Latest Triumph

The Legislature of the State of Washington passed all educational bills over the Governor's veto triumphantly, which was one of the famous educational achievements of the year.

The educational institutions were all involved in the bills which at first failed to pass over the veto. This would have wrecked practically all educational institutions because it defeated the famous millage provision of the state and the entire capital outlay, which would have jeopardized the State Department. While all educational leaders were interested in the passage of the bills the final challenge was to Dr. Josephine Corliss Preston, state superintendent, and it required the ardent loyalty of her devoted supporters through the state to make it possible to secure a reconsideration on the last day of the session, and the notable passage of all educational bills over the Governor's veto. We have known no more righteous victory than this of Mrs. Preston.

Notable New England Chicagoan

We are using in this issue an article by William McAndrew in Chicago Commerce, the organ of the largest business men's association west of New York. It was in the issue of January 2, 1926.

In this connection we wish to call attention to another interesting and important matter, a report of a business men's committee of which Frederic S. Pope, vice-president of the Chicago Trust Company, was chairman. It is one of the eminently scientific educational documents of recent times. It analyzes the situation honestly and reports thereon fearlessly. No one in the profession or in the business world has done as good a piece of work on any salary issue as Mr. Pope's committee has done.

In all this we take just pride; yes, Massachusetts takes just pride. Frederic S. Pope is a Cape Cod product, is a graduate of Dartmouth College, was superintendent of North Easton and Gardner, Massachusetts, retiring from the Gardner superintendency about fifteen years ago for a position in the leading bank in Gardner, and from that time went steadily upward in the banking world until he became vice-president of one of the great banking houses of Chicago and the West. Naturally his friends in the East take especial pride in the fact that he is still in the front rank in educational activity.

Mr. Pope's report has been described as "timely, cogent, sane, needful, fair, unexaggerated, not discouraging, nor petulant."

Real Character Making

At last we are confident that there is a plan that will really develop manly character in boys. We have been interested in the Iowa prize plan and in all that has been written about character training, but nothing has seemed to us adequate to produce results. We have seen much that emphasized the need, much that talked about psychology, much that was highly sentimental, but Edward Amherst Ott of the Ithaca Conservatory of Music and Allied Schools seems to us to strike a note that rings true; that is sure to bring results if it is followed skilfully.

His keynote is that conduct alone makes and demonstrates character; that conduct and character must be the result of personal functioning; that no one demonstrates character except through personal conduct.

We have asked Professor Ott to write of his plan, for though it is as clear as crystal to us it would take more time for us to present it than we have time for at present.

Teachers Colleges at Washington

The American Association of Teachers Colleges, Robert H. Wright, Teachers College, Greenville, North Carolina, president; H. C. Minnich, Miami University,. secretary, will hold their annual meetings, Washington Hotel, Washington, D.C., February 19-20. The program will be of universal professional interest:—

"Amount and Content in Academic Subjects for Curricula Leading to the Degree," D. B. Waldo, Kalamazoo. "Differentiation in Content and Method of Presentation in Teachers Colleges and Liberal Arts Colleges," Charles S. Pendleton, George Peabody College for Teachers.

"On What Should State Teachers Colleges Place Chief Emphasis in Developing Higher Standards?" H. A. Brown, Oshkosh. "What Courses in Education Are Desirable in a Four-year Curriculum in a State Teachers College? What Should be Their Scope?" E. S. Evenden, Teachers College, New York City. "Differentiation and Professionalization of Curricula and Courses in State Teachers Colleges," G. W. Frasier, Greeley. "Basis and Principles of Curriculum Construction for State Teachers Colleges," W. W. Charters, University of Chicago. "Features of Curricula of Schools of Education in Colleges and Universities Which Are Applicable to State Teachers Colleges," Charles H. Judd, University of Chicago.

Report of Health Committee, Charles E. McKenny, Ypsilanti; and Anita Dowell. "Certification in Relation to Teacher Training," Benjamin J. Burris, Muncie, Indiana. "Studying, Modifying and Enforcing Standards," John A. H. Keith, Indiana, Pennsylvania.

Memorial Clancy Breakfast

For several years Major A. W. Clancy invited a group of friends to take breakfast with him on Sunday mornings, at the summer and winter meetings of the National Education Association. No one will be more missed at the Washington meeting than will he.

Miss Helen B. Shove of Minneapolis and others suggest a Memorial Clancy Breakfast on Sunday morning, February 21, and arrangements are being made therefor. Miles C. Holden, Springfield, Mass., will act as secretary, and if all who will join other friends of Major Clancy will notify Mr. Holden they will be notified of the place and hour. Since there is no way of knowing who have attended those Clancy breakfasts every one will be welcome who will notify Mr. Holden.

The following lines written by Miss Florence Holbrook, Principal Wendell Phillips Junior High School, Chicago, for the Indianapolis breakfast, Major Clancy's last feasting of his friends, signify the spirit of those gatherings.

The Memorial Clancy Breakfast should be one of the events in Washington.

Who is the best loved man in town,
The one who's never seen to frown,
Whose valiant soul is ne'er cast down?
Our Major.

Who's always ready in distress
A man to help—and none the less
A maid, if young and pretty too, I guess?
The Major.

Who has more friends than he can count,
Who is of every group the fount
Of fun and (wisdom) wit, to vast amount?
The Major.

Who is the friend we all would bless
With love and trust and tenderness,
With hope and peace and joyfulness?
Our Major.

Then fill your cup up to the brim
And drink a draught of love to him
Whose genius never shall grow dim—
Our Major.

Is This Education?

By Bernadine Freeman

I can solve a quadratic equation, but I cannot keep my bank balance straight.

I can read Goethe's "Faust" in the original, but I cannot ask for a piece of bread in German.

I can name the kings of England since the War of the Roses, but I do not know the qualifications of the candidates in the coming election.

I know the economic theories of Malthus and Adam Smith, but I cannot live within my income.

I can recognize the "leit-motif" of a Wagner opera, but I cannot sing in tune.

I can explain the principle of hydraulics, but I cannot fix a leak in the kitchen faucet.

I can read the plays of Moliere in the original, but I cannot order a meal in French.

I have studied the psychology of James and Titchener, but I cannot control my own temper.

I can conjugate Latin verbs, but I cannot write legibly.

I can recite hundreds of lines of Shakespeare, but I do not know the Declaration of Independence, Lincoln's Gettysburg Address, or the Twenty-third Psalm.

Personality and Vocation

Definite Grading for Character and Success

By EDWARD AMHERST OTT

Ithaca, N. Y.

"What does he do and what kind of a man is he?" are the universal questions. Personality and vocation are the fundamental interests in our lives. As they are life's fundamentals they should be the educational objectives. Because vocation is inseparably linked with personality, character training should be a constant interest in the routine of our school system. The personal equation is a student's constant interest, and should receive a teacher's constant attention. We must make our "students good so they will be good for something." It is wise to remember the fundamentals taught by experience.

One experiment in education has never failed —the experiment of the individual to educate himself. Out of the poorest schools and the worst conditions, individuals have come who have graced letters, arts, science, and the business world.

Given the urge, the desire, the morale, the character—all else follows. Educators are gradually learning that teaching is futile if people do not learn, for learning is the measure of teaching. Students must really educate themselves and in order to do this, must practice self-management. The teacher, exercising guidance, should stand on the side lines and supply the encouragement, do the cheering, record the progress, and pin on the medals of reward.

We are paying less attention to roseate methods that ignore the student's life-motives, because they are bound to disappoint us. Educators of experience have seen many theories come and go. Many promises we have heard, but "the tumult and the shouting dies." Still stands the fact, the boy or girl with the real urge gets an education, becomes useful and prosperous.

Better methods have helped. Better buildings have inspired. Better lights, better desks, better laboratories, these all are gains along permanent lines. But they leave serious problems still unsolved. Juvenile crime is still very prevalent, and parents, teachers, and business men are deeply concerned. They all feel that something is lacking. With all our educational machinery and efforts to educate our youth we find many who are not educated and will not become good citizens. We are all proud of our educational system and equipment, but no one seems satisfied with the results. No group is more alert to the situation than we teachers. So we have restudied our textbooks and find many good ones. The real trouble is not in them. They have improved. We re-evaluated our equipment and found it uniformly better than Washington, Webster, Garfield, Edison or Ford ever knew. The real trouble is not in our equipment. Then we studied ourselves. The public blamed us. Then administrators began to doubt and also to criticise, and ask for better trained teachers. Now we find teachers better trained, and quite enthusiastic, more mature, and better paid than they were in the past. So all of the trouble is not to be charged to teachers. But troublesome facts persist.

Reform schools are crowded. Penitentiaries are inadequate to house the ever-increasing number of convicted criminals. The cost of crime is ever increasing. Our society is not self-governing. Police and constabulary are everywhere keeping order where people should govern themselves. The cost of protecting ourselves against the criminal is now as great as the cost of education. The situation is growing desperate, and at last we look for the causes where we should have looked long ago. We really have changed our perspective and are studying the students. The observations are revealing startling truths. We find that great scholars may come from poorly organized and obscure schools, as well as from the best ones. We also find criminal boys in the best of schools. The one-room school was the starting point for many great leaders and scholars. As we analyze the cases we discover the underlying secret of their success—"the experiment of the individual to educate himself." We educators are now learning our greatest lesson—the lesson of personal guidance. We have known that generals directed battles and the soldiers fought them and won them. Now we are learning that teachers may guide students, but the students must educate themselves. Hence the emphasis in all fields of education is on the guidance idea. Curricula guidance, vocational guidance, conduct guidance, all controlled and definitized is now the vision. Since success in life as well as in school is a personal matter the guidance from beginning to end should include character training and that in a very definite way.

It has taken a quarter of a century to change the emphasis from teaching to learning, but now the emphasis is very marked. Note the voluminous literature on vocational guidance and the large number of great scholars who are writing and speaking on behavior education. Note the insistent demand of parents and social leaders for personality training and for vocational guidance. Certainly the agitation is already a matter of history and the time for a definite routine of action is here.

Form 253

PERSONALITY DEVELOPMENT RECORD

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by

EDWARD AMHERST OTT

Name..... Department..... Date..... Number.....
Age..... Height..... Normal..... Sub-Normal.....
Weight..... Normal..... Sub-Normal.....
Deductions are indicated in squares and totaled at right.

								Deductions
SELF MANAGEMENT (A)	A1 30% Time		A2 30% Initiative		A3 20% Care and Use of Money		A4 20% Moral Habits	
WILL POWER (B)	B1 20% Concentration		B2 50% Self-Control		B3 10% Poise and Posture		B4 20% Action	
MANNERS (C)	C1 25% Dress		C2 25% Courtesy		C3 25% Social Usage		C4 25% Offensive Habits	
LEADERSHIP (D)	D1 30% Earnestness		D2 30% Salesmanship		D3 20% Tact		D4 20% Character Analysis	
MENTALITY (E)	E1 20% Memory		E2 20% Logic and Truth		E3 30% Imagination		E4 30% Alertness	
SOCIAL INSTINCT (F)	F1 30% Humane Interests		F2 20% Loyalty		F3 20% Thoughtfulness		F4 30% Sympathetic Listening	
ORGANIZATION (G)	G1 20% Tasks		G2 20% Things		G3 20% Information		G4 40% People	
HEALTH (H)	H1 30% Care of Body		H2 30% Care of Moods		H3 20% Eating		H4 20% Sleeping	
EXPRESSION (I)	I1 20% Pleasing		I2 20% Forceful		I3 30% Purposeful		I4 30% Technique	
ENTHUSIASM (J)	J1 30% Joy in Working		J2 30% Diligence		J3 20% Joy in Perfecting		J4 20% Manifestations	
ATTRACTIVENESS (K)	K1 20% Friendliness		K2 40% Cheerfulness		K3 20% Magnetism		K4 20% Attitudes	
VOCATION OR PROFESSION (L)	L1 30% Service or Program		L2 20% Control of People		L3 20% Dignity		L4 30% Reliability	
LIFE APPLICATIONS (M)	M1 20% Service to Associates		M2 20% Civic Duties		M3 30% Religious Service		M4 30% Community Welfare	

Total Deductions.....

For SCHOLASTIC CREDITS or INDUSTRIAL RECORDS

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The above credit tabulations are adapted to schools or industries

PERSONALITY TRAINING DEFINITIZED.

Arithmetic cannot be taught by inspiration, neither can behavior. Addition, multiplication, subtraction and fractions are all taught definitely, problem by problem. In mathematics, analysis preceded definite and practical methods. Now the student acquires by the practice with figures a logical mindedness about the relation of numbers and the mathematical relation of things. Likewise by analysis and grading their conduct problem, we can guide students to build the logical mindedness of social citizenship and character. Before analysis, few teachers and certainly fewer pupils knew how to evaluate a behavior or recognize its various personality values.

HOW TO GRADE THIS BOY.

How would you grade a noisy boy—one that disturbs the whole school, whistles in the halls, and hums in the library, and study room? Formerly he was given a low mark in deportment and we let it go at that. Now analysis steps in to give him justice, help, and understanding. By referring to the Personality Development Record Chart, which the editors have kindly printed facing this article, we can make a case study of one act or behavior. Forgetting our irritation and with tolerance in our hearts we start grading. We will, of course, give him all the plus marks first, as our purpose is to help, not to discourage. His first plus is B-4, "Action." His noise proves his right to this plus. We record a plus for E-4, "Alertness." We grade him plus for "Forcefulness," J-2, and certainly a plus for H-2 on account of his happy "Moods," and the expression of his enthusiasm gives him a J-4. He can have another plus and our blessing with it on K-2, "Cheerfulness."

We have credited him with the qualities that enrich his life and are so necessary to his success, and will help him to win it. Now by a minus grade, we call his attention to C-2, "Courtesy." We record for him another minus under "Offensive Habits," C-4. Another minus is recorded under M-1, and another under M-4, "Community Welfare." He will recognize the justice of this analysis and will learn the logic of conduct, as he learned the logic of numbers, problem by problem. He will not argue or dispute his grading any more than he would argue addition, subtraction, or fractions.

The response to this kind of grading and guidance is almost immediate, and is startling in its far-reaching results. It is definite, and as the plus and minus signs accumulate, it gives the logical basis for evaluating the qualities that lead to success or failure, and will supply the vocational counselor with the data he needs. We know the boy without action, force, or alertness is certain to fail, and yet the listless, quiet, reserved boy formerly received a high grade for deportment, and the boy with the possibilities for success received a low one. His good cheer, his happy mood, his whistle, and his breeziness were not recorded as credits on his personality record. Much injustice has been done in the name of discipline. We are fast learning that the grading for character is an act of appreciation, not an exercise in criticism. In practice the grading numbers of all students are secret. Personal dignity is not destroyed, and the pupils as well as the teachers keep their self-respect.

Character grading secures favorable reactions when practiced by those who understand most clearly the logical objectives of guidance. Usefulness, good citizenship and personal happiness are all worthy and inspiring ends. We know the character qualities that are needed by salesmen, by architects, by business managers, and can know by job analysis the qualities needed in any one of the 17,000 different kinds of workers. We have been studying job analysis in terms of the abilities required in each and are, therefore, slow to suppress the very qualities that might insure success in some useful occupation. One object of guidance is to discover and encourage abilities. It is interesting to note that when conducts are analyzed and the plus and minus grades distributed into the activated units there is revealed automatically the outstanding character qualities of the individual being graded.

HOW WOULD YOU GRADE A FORGER?

Many years ago I was called upon to counsel a young forger, who was disowned by his father, his home closed to him, and his sister forbidden to speak to him. This counsel lasted about thirty minutes. We proceeded by analysis. We listed, one by one, his character assets. Before the list was half completed he interrupted: "Are all those good qualities mine? No one ever told me I had any. I thought I was no good." It was only necessary to point out the fact that with a proper combination of his good qualities he could win success and be a very useful man. By arrangement the crime charge was not prosecuted. He reported to me every three months for many years, and for over twenty years there has been no lapse, and he is a useful and successful man. No man can pay a board bill selling his negative qualities. No one is 100 per cent. in all qualities. The object of grading is to discover the positives which combined in action make a complex of success. Having this object in mind constantly it is obvious that finding the plus gradings should always come first.

Success in life is normal. Nature is on the side of growth, development, and success. Failure is abnormal, erratic. The economy of nature is good and sane. "Harvest character, and you can market success." Young people cannot discover their talents easily in an atmosphere of criticism.

The young forger was inspired to use his initiative and imagination when those useful qualities were revealed to him as rare possessions even though revealed by crime. A vic-

tim of harshness, he doubly appreciated fair play and tolerance. For over twenty years he has proved that character training pays when it is definitely and logically linked to vocational motives.

GUIDANCE HERE TO STAY.

The demand for guidance is here. Students welcome and respond to it. Parents demand it. Industry wants it, and teachers are willing to give it. Only routine and adequate tools have been lacking. It has been generally assumed that only highly-trained specialists or exceptional people could work in this field. Of course, experts are desirable, for we need all the trained workers we can find, but we cannot wait for an army of these experts. A simple procedure that can be followed by the teachers that are available has been developed and has produced happy results. It has been tested in groups of students of the seventh and eighth grades as well as students of college rank.

Grading by conducts is not difficult. The technique of analyzing an act by distributing plus and minus signs into the various correlated units of the personality chart can be learned in a few days and practiced with considerable speed by any observing teacher. The results are here tabulated:—

1. The students learn and practice self-management.
2. Student manners improve rapidly.
3. The students win better grades in their studies.
4. They take pride in their personality records.
5. They do not resent this kind of guidance, feeling that it is just and tolerant.
6. They evaluate each other better and do better team-work.
7. Students and teachers feel that the cumulative records thus made give a picture of the student's life as he lives it day by day and so becomes a basis for the wise choice of vocation or life work.

Technique in the Recitation—II

By JOHN B. OPDYCKE

New York City

Much ado is made by some supervisors about the teacher's plan book. They visit classrooms principally for the purpose, it would seem, of going into close examination of the plan book, kept advisedly ready for them on the teacher's desk. For the young, beginning teacher the plan book is a *sine qua non*. It is not only a valuable guide and adjunct for him, but it is the one medium whereby he can gain the most beneficial experience. It is an accumulative index of his failures and successes. But the "best laid plans . . . gang aft agley." The teacher of English will always find that there is no such thing as an all-sufficient plan; that no good plan can ever be fully lived up to; that no plan can ever be sufficient in and of itself. Recitation plan books must be constructed with sufficient elasticity to allow for much leeway in recitation procedures. And no teacher must regard his plan as a hard and fast recipe to be administered to the last ingredient. If he does, his work as an educator may come to some such sorry pass as is indicated in the following verses:—

A marm there was, and a plan she made,
Even as you and I;
And she kept her plan on a dress parade,
And the principal gave her a perfect grade,
For she followed that plan WHEN A VISIT HE PAID—
Even as you and I.

O the harm that was done by this Perfect One
In administering her plan!
For she made of Bill a mechanical toy—
She scotched his genius and killed his joy—
She made him an automatic boy
Instead of a thinking man.

For the experienced teacher the keeping of an exact recitation plan book will probably be found more of a deterrent than an aid. This is not to say that the experienced teacher is not to have a definite plan of procedure for every recitation he teaches. On the contrary, there is nothing more dangerous for any teacher, and especially for a teacher of English, than not to be certain at the opening of a recitation of just what he is going to do and of how he is going to do it. But his experience will enable him to see the work of a certain number of days or weeks in the whole as well as part by part, and he will thus know his ground and be able to marshal his points of attack. If he is called upon to teach a new subject, he will become a new teacher in that particular subject for the time being, and will be obliged to formulate its presentation on paper or in his mind, with more than usual care. And no teacher can afford to give up the keeping of a definitely formulated day by day plan book until he feels altogether sure of himself and his method before a class.

The lesson plan should first of all designate the purpose to be achieved. This should be followed by a brief outline of the procedure considered best in the particular case. A strong, emphatic starting point should be indicated here, for the start of a recitation, like the start of so many other processes, is prophetic of the finish. If it is permitted to be stereotyped and dryasdust instead of bright and suggestive and stimulating, it will get exactly nowhere, "as is to be expected."

If the recitation is to be developed by the

question-and-answer method, then a few principal questions, around which other minor ones may be grouped, should be written into the plan. Questioning is one of the most obvious but nevertheless one of the most difficult arts in the teacher's repertoire. The English teacher in particular may be easily led astray in asking questions, for his subject contains such a wealth of materials that it very often tempts him into asking questions rapidly and confusedly. A few good, well-thought-out, thought-provoking questions embodied in the lesson plan will save the day for the recitation. If the recitation is to be expository or laboratory or drill or review, the lesson will need to be framed accordingly. But whatever the type of recitation to be developed, the lesson plan should have in it, not merely the high points to be touched, the high questions to be asked, but it should also contain a wealth of concrete illustrative materials. The lesson plan, in other words, should not be merely a guide-book and a time-table, but it should in addition be a reference book, and as far as possible a book of inspiration to pupils and teacher alike. Provision for summarizing the recitation should be indicated in the plan, and the lesson summary should be made, as the periods pass, in divers ways. Nothing can possibly be more stultifying to the average class than to have a lesson summarized period by period in the same way. One day it should be done by a pupil at the board; another day by a pupil before the class; one day in the character of Locksley or Friar Tuck; another day in the form of diary or letter, and so forth. In every case the recitation summary should be so assigned and guided by the teacher as to make it hold something of interest and anticipation for the work of the next meeting.

The well-kept plan book has in it an index of schemes and devices, gathered from a teacher's reading and observation and experience, to be put into practice when opportunity presents itself. It has also an index of those plans that have been used with success, those that have not been successful, those that need revision and adjustment. It is a book that the teacher is always making over, always adding to and taking from, always keeping in solution at the silent dictates of pupils, of subject-matter, and most of all of experience. A plan is an ideal. Few of us are able to accomplish all we plan to accomplish, just as few of us fully realize our ideals. But we must plan nevertheless, to the full. It is far better to over-plan than to under-plan. And we must plan fluidly, for without fluidity in the lesson plan we cannot touch successfully the varying intellectual levels in a class. There must be provision in the lesson for the dolt, for the cheat, for the sluggard as well as for the bright and industrious and conscientious children. The lesson plan must, in other words, be so formulated as to provide graded "pickings" for Tom, Dick, and Harry, as well as for the future Presidents of the nation.

Broadcasting "High Spots" in Education

By C. M. LARCOMB

Willimantic, Connecticut, State Normal School

Radio may cause as great a change in educational practice as did the invention of printing. Speculation is waste of time. The opportunity to use wireless as a medium in education is here. There are unrealized possibilities to use the air for constructive educational publicity. Educators have not yet made the most of the situation.

Education of a sort has gone on since the beginning of broadcasting. At first jazz and the lightest form of entertainment monopolized programs. It soon became apparent to those who conducted broadcasting stations that a demand for more serious things existed. The size of radio audiences increased as varied programs appealed to a wider range of interests. Certainly a nation which spends more money on education than on any other governmental function must have an interest which can and should be capitalized.

The Institute for Public Service, New York City, believed the public wanted to know about its schools and would tune in on short, interesting talks. An experiment along that line was tried out by the Institute during the 1924 summer session. Prominent educators attending Columbia, Fordham, and New York City Universities co-operated. Each Friday during the six-week period an educational program was broadcast from a leading station. These programs consisted of three or four "high spots" by as many speakers. A "high spot" is a unit of educational practice so worth while that professional duty dictates wider understanding and use. Note in passing that a "high spot" is some successful accomplishment, not a fine spun theory about what should be done.

Self-praise, flowery speeches and technical discussion were taboo. The speaker knew he

must give a plain, straightforward word picture to hold housewives, business men, parents and professional people, so he rose to the occasion. These speeches had all the human interest features of a daily newspaper story, thus proving education can be put into popular style. It was evident that people are eager to learn what is what and why in education when told in terms they can understand. Such a hearty response welcomed this experiment in educational publicity that it was decided to double the number of programs. Therefore programs similar to those the previous summer were given on Tuesdays and Fridays during the past summer session of 1925.

Leading educators from sixteen states and Alaska broadcast the highest high spots of their local systems this summer. No attempt was made to secure a wide geographical distribution of speakers, but they came from Alaska and Washington to Oklahoma and Maine with representatives from the Atlantic coast and Western States. The summer school was combed for men and women who had done something distinctly worth while and were able to tell it in such a manner as to hold lay and professional listeners. Forty-one educators went before the microphone to give others the benefit of actual school experience. They were introduced by Director William H. Allen or the writer. Questions with answers were successfully used. Many of these talks were the summary conclusions of experimental work found to be successful. Vital outcomes together with suggestions for local application were given, without the usual statistical tables and experimental technique, which discourages all but narrow specialists. State education department officers, classroom teachers, college professors and city superintendents met the professional responsibility of enlightening the public as to what the schools are doing. Furthermore, they offered to send data to listeners-in, several hundred documents being requested.

It is fatuous to complain that the great American public knows more about movie stars and athletes than about its schools. The average person is more interested in a child, what he is doing and what is being done for him, than he is in adult affairs. Those conducting educational publicity have not made the most of natural human interest in childhood. Stories of school life can be made as interesting as the newspaper article which catches the attention and holds the interest of the casual reader. The trouble has been that we have sold our publicity birthright for a mess of academic detail. When as skilful publicity is used in educational matters as private business now employs we will not have friction with uninformed public opinion.

A few of the radio high spots with human interest features well put were: "Why Business Men Back the Continuation Schools," Dr. R. L. Cooley, Milwaukee, Wis.; "A Fifty-two Story University Skyscraper," E. E. Whitney, University of Pittsburgh; "A Self-Directed Student Court," O. P. Lee, Colorado Springs, Col.; "Platoon School Excels Traditional School," Estella B. Orr, Cleveland, Ohio; "Helping Kindergarten Children See and Solve Their Problems," Alice Brennan, Toledo, Ohio; "Radio Station Owned and Operated by Local School Board," Superintendent Charles F. Dienst, Boise, Idaho; "Comparison of Education in Alaska with Education in States," Lester D. Henderson, commissioner of education, Alaska; "Co-operation of Private, Public and Parochial Schools in New Hampshire," W. Y. Morrison, State High School agent, New Hampshire; "Vocational Information and Guidance," Superintendent W. W. Borden, South Bend, Ind.; "Putting Emphasis on Student Success Instead of Student Failure," Superintendent E. A. Case, Willimantic, Conn. Dean E. A. Fitzpatrick of Maryville University's graduate school, and Richard Willing of the George Junior Republic's trustees closed the season.

New York newspapers printed many of these high spots because they had news value. Newspapers are glad to print school news if it is news. The difficulty is that we ask editors to publish things which are so poorly written or have such little news as to discredit the paper. Home town papers of the speakers were given advance notice so they were able to inform local readers who were thus able to listen in. No doubt many parents hear the voice of their superintendent over the air, who would never go to hear him speak. Extensive home town press space carried the message to a still larger number. This enabled superintendents to use another approach for educational publicity.

This article gives some hint of educational publicity possibilities in radio. A radio technique must be followed in broadcasting because people will not listen to the same long-winded talk over the air that they will sit through at a speech. On the other hand the broadcaster gets a chance to tell his story to those who would not take the time to attend an announced meeting. School people using the radio must lay aside their academic vocabulary. They must speak the language of the common man and draw illustrations from his life experiences. It is amazing to realize that radio has been so neglected when one considers the effectiveness with which a great number can be reached at relatively little cost.

The Institute for Public Service has shown that the air can be used in educational publicity. There is an infinite wealth of successful practice and information which should be released to the public through the air. Much of it needs very little change to put it into popular radio style. The profession needs an organization to act as clearing house to set up and promote the right kind of educational publicity on a national scale.

Platoon Plan Will Require Specialists

By H. M. BUCKLEY

Assistant Superintendent in charge of Elementary Schools
Cleveland

During the past ten to fifteen years from certain educational centres a doctrine has been promulgated to the effect that it is impossible ever to expect a sufficient amount of intelligence on the part of elementary principals and teachers to permit the exercise of originality and freedom on their part. The solution proposed is to set up a supervising staff of supermen and direct the work of the day laborers in the classrooms to the minutest detail by means of printed instructions, mechanical checks and devices.

To many of us this is a hideous doctrine, striking at the heart of the American school system which we have held to be, above all, thoroughly democratic. We have cherished the hope that every elementary teacher within another generation would be both widely and specially trained. We have maintained that the school is essentially a human institution and must be so administered.

The traditional elementary school in America was conducted upon the assumption that a single teacher was competent to drill pupils upon the meagre curriculum of the three R's. Today it is difficult to find such a school. The social sciences (history and political geography), physiology and health education, elementary science, manual training, domestic arts, music, art, visual education, the library, dramatics, the auditorium, community room, physical training, safety education, thrift—this is some of the content which has forced its way into the elementary curriculum.

The average teacher cannot face such an enriched curriculum without some fear and trembling. Experts in each line have been employed to supervise the teacher with the hope that she might become as expert in all subjects and skills. The result has brought forth the cry for supermen to institute a mechanized system guaranteed to produce a type of efficiency so definite and clear cut that no one can question it.

How can the elementary schools of Cleveland solve the problems of administering effectively the greatly enriched curriculum without reducing the classroom teacher to a mere puppet or automaton?

It cannot be done by continually increasing the amount of supervision to the point where every teacher is constantly guided in subject matter and skills. The overhead cost of every large school system is becoming a matter of serious concern. The solution must be found by specialization on the part of every elementary teacher to the point where knowledge and skill have filled the teacher with enthusiasm and confidence.

It is too much to expect her to master the entire curriculum, but it is entirely within reason to expect every teacher to so thoroughly master one subject that the need for supervision will be reduced to a bare minimum. The brains of a system are most valuable in direct contact with the pupil. Oil is most effective when applied where the machine squeaks.

The organization which gives most promise to the elementary principal and teacher is the work-study-play or platoon plan. In a twenty-four-room school one specialist will teach the music, another the writing, and likewise the remaining subjects in the curriculum. Naturally it is much more economical to supervise one specially qualified teacher of music than to attempt to bring the instruction of all twenty-four teachers up to a high standard in the same subject. It is beyond reason to expect that all of the elementary teachers in Cleveland can prepare themselves adequately for teaching the new course in elementary science, but one or more teachers in every school can readily do so.

Able principals and teachers have completely exploded the notion that specialization in the elementary school means the sacrificing of the pupil to subject matter. Our schools are drifting from multiples of the old one-room country school, some toward departmentalization only, and others to a full platoon organization. Elementary principals should discriminate carefully between these two plans.

Regardless of just what precise form the coming elementary school will take, the wise elementary teacher, both for her sake and for the pupil, will begin at once to specialize in one of the elementary subjects. Elementary principals will take the first opportunity to try out the most promising plan of organization for enabling pupils to secure the advantages of a greatly enriched curriculum taught with enthusiasm and skill by specially trained teachers.

—Cleveland "School Topics."

Let us get away from the glitter of temporary things. The men who have contributed most toward real ideals and true programs have been without exception men to whom service was all and self but an instrument for rendering service.

—Alvan T. Fuller, Governor of Massachusetts, 1926.

Some Stabilizing Influences in Europe

By BENJAMIN F. STANTON

Alliance, Ohio

Let no one presume that Europe today is back to "normalcy." Seven years ago the Armistice was signed. The world was weary of war. Hope ran high. Fathers and mothers looked fondly forward to the return of a son, The tensity of war relaxed. The sky assumed a new aspect. The war was over.

Seven years is not long. It is, however, long enough for many serious problems to arise. It is too short for a world shaken by war to come to rest. It is too short for all the passion of war to subside. It is too short for all the wounds to heal. It is too short to determine all the merit there is in the Treaty of Versailles. Following the Napoleonic wars it took Europe a long time to become stable. Thirty-three years after the Battle of Waterloo Europe was having uprisings. The year 1848 is known as the year of revolutions. Following the Thirty Years War several years elapsed before the peace was concluded in the Treaty of Westphalia. Why then should we expect a quick return to composure following a war in which the largest part of the human race was engaged?

The writer recently returned from Europe. Accompanying the American Seminar conducted by Dr. Sherwood Eddy he visited England, Germany, Switzerland and France. In London, Berlin, Geneva and Paris we attended a program lasting at each place approximately a week or more. In England we were addressed by such men as Sir Arthur Greenwood, Lord Thompson, Frank K. Norwood and many others. In Germany we heard Dr. Julius Richter, Dr. Arnold Wolfers, Professor Bonn, Dr. Simons and several others. At Geneva we caught a glimpse of the international mind and were addressed by such men as Manley O. Hudson, Dr. J. T. Shotwell, Sir Arthur Salter, and others. At Paris Bishop Blake, Mr. Boulonne, Professor Ripert, and several others spoke to us. The Seminar desired to get every point of view of the European problems. We listened to the discussion and presentation of economic, social and international questions. The result was both disquieting and reassuring.

Everywhere similar questions are engaging the thought of the people. The great domestic problem of England is employment. She has an army of 1,250,000 people out of work. She realizes the seriousness of this. Probably her greatest depression is in the industries of coal and steel. To meet the needs of the people in her period of unemployment England has resorted to the dole. No one with whom I talked or whom I heard in an address had much to say in favor of the dole. They realize the baneful effect that is likely to follow it. The psychology of it is bad. However, if the psychology of the dole is bad there are those who would say that the physiology of hunger is bad. It was a choice between two evils, and they chose, as many of them think, the lesser.

Why such economic distress in England? A few years ago here was a country which was the great creditor nation of the world. The financial centre seems to have shifted to Wall street. Her former prestige has waned. They realize this and with wonderful fortitude face the facts. England is suffering from the disorganizing effects of the war. Before the war her trade with Germany alone amounted to 10,000,000 pounds sterling a month. To Russia she exported 7,000,000 tons of coal a year. Formerly she supplied 3,000,000 tons of coal a year to the British navy; now she sells the navy 300,000 tons a year. These are disquieting assertions. England is a great workhouse. Less than three times the area of New England, she has more than six times the population of the latter. She can raise enough to feed her people perhaps two or three days out of seven. She must therefore import. To import a nation must export. In the long run there is no way to pay for imports except by exports of goods and services. This means markets. The great need of both England and Germany is markets. Until markets are developed and trade is revived there is little prospect of relief.

But England is resolute. She has a great past. Her people are conscious of this. They know that the outlook is not bright. However, we heard no whining. There seems to be a faith that England will "come through." There is radical thinking, plenty of it, but England is naturally conservative and will not easily fall for the fallacies of the hour.

Among social problems England has the drink question to meet. It is a serious question whether the nation can "come back" so long as she spends as much for drink as for rent and practically one-fifth of the income of wage-earners goes for drink. There is temperance sentiment in England. There are those who think England will solve her drink problem in time, not as we have ours but in her own way. To the casual observer it looks as though she must meet this question if she shall maintain the high measure of efficiency necessary to cope with her economic situation today.

Internationally England has for centuries been a great and leading nation. She must recover her international trade if she is to prosper. She has ships. She has sailors. Her interests are everywhere. A visit to the Exposition at Wembly, a half-hour from London, will demonstrate the extent of her interests. There is an effort being made today to de-

velop a greater intercolonial trade. "Buy British goods" is almost a slogan. There are those who inquire why England does not develop her colonial trade and forget about trade with other nations. The fact is that the white people in her colonies represent only about one-fourth of the population of Russia. Their trade would hardly meet the full measure of England's capacity.

England recognizes that her prosperity is contingent upon the prosperity of Europe. She is doing her utmost to bring about such conditions on the continent as will favor a return of prosperity. Indeed, we left England with the feeling that she wanted to do her full share and more toward stabilizing the world.

In Germany there was an appearance of prosperity. From Hamburg to Berlin is an agricultural section beautiful and thrifty. Berlin appears well. Her streets are well kept. The buildings are imposing and in good condition. Compared to London there did not seem to be many people on the streets. There was not much poverty in evidence. Yet we were advised that there is a great deal. I saw some of it. It was pathetic. As to unemployment, the largest estimate I was given was a half million. The industries of Germany, like those of England, wait for markets. Under the Dawes plan she must export in order to meet the demands of reparation. Germany feels that she is the heart of Europe. Without her Europe cannot prosper. There is unrest. The people do not like the Versailles Treaty. They think of the former days. The sting of defeat is still with them. However, it should be said that we were well received and extended every reasonable courtesy. Germany, too, waits in the hope that a better day will come.

France is busy. There is practically no problem of unemployment there. In a sense she is prosperous, but she is carrying a heavy load. One gets the impression from a brief stay in France that the whole nation is suffering from a nervous shock. And why not? For four years she endured the terrific strain of war. It was enough to upset the nerves of any people. She is rebuilding the waste places. It is marvelous to see the restoration so far effected. But France fears. She fears invasion. She finds security in her army. Talk of pacts and she remembers Belgium. She belongs to the League of Nations but seems to feel that the League needs more power. She wants peace and stability. She suffered terribly in the war. Now she wants a peace that shall endure.

Such are some of the general impressions one gets in these countries. All were friendly and all had their problems which appealed to us. The great need of Europe today is peace. The deepest yearning of the people is for peace. And yet there are such conditions as in former times would have produced war. Old hatreds still live. Extreme nationalism prevails. Communism lifts its head. Distress is on every hand.

Now in such a state as this what stabilizing influences are at work? First, there is the Dawes Plan. While there is much questioning as to how it will work, there is a disposition to give it a fair trial. Under it a loan of 800,000,000 gold marks was made to which both England and France contributed. In a sense it was a strange situation when the two leading countries which had so recently been at war with Germany should unite with other countries in helping to raise Germany to a position where she might become a real economic rival of theirs. Under the plan her railroads were refinanced and the stock guaranteed. Under the arrangements, too, Germany is to pay from $230,000,000 to $600,000,000 a year in reparations. To do this we were advised that she must triple her surplus exports of 1913, her banner year. This is disquieting to England. Naturally England feels that such an expansion of Germany's foreign trade would seriously threaten her own. Nevertheless the Dawes Plan has inspired confidence. It has given the nations a working program and to that extent has rendered less chaotic the conditions now existing.

The World Court, too, has come. It is now an accepted fact. It was established in 1922, and has eleven judges giving their time to the work. It has handled seventeen cases so far. The litigants come to the Council of the League of Nations and ask for the opinion of the Court. In eleven cases this has happened. The Court gives an advisory opinion when so requested. In 1899 it took the Czar nine months to get the international conference together. Now the machinery is set up and ready for operation in such cases as are brought. By this means many a serious international situation is averted without resort to force.

Had the Geneva Protocol been signed by all the interested nations it would have tended toward stabilizing Europe. It provided for the outlawry of war. Under it aggressive war would have become an international crime, and a nation could have been called to answer to such a charge. The Security Pact is promising. The mere fact that Germany, France and England sit down together and discuss the problem of security is a hopeful omen.

A third stabilizing influence in Europe today is the League of Nations. It has already accomplished much. There is a disposition in America to regard the League as something vague and intangible. A visit to Geneva will go a long way to dispel this idea. Nine hundred forty-four treaties have been registered with the League within the past six years. They are printed in thirty-five volumes. We were advised that there is not one week in the year when some international committee is not meeting there. The League has functioned

successfully in the following cases: The Aland Islands; Upper Silesia question; Jugoslav threat to Albania; the Memel dispute. However, perhaps the greatest service the League has rendered was in the financial reconstruction of Austria and Hungary and the assistance lent to Greece in caring for the one million Greek refugees who fled from Asia Minor and Eastern Thrace, being driven across the sea by the Turkish forces in 1922. The League concerns itself with the world's health and humanitarian enterprises. It seeks to make a peaceful world. It seeks to make a better world.

There is, moreover, a growing desire for peace. As never before nations are realizing the terrible havoc wrought by war upon general prosperity and happiness. Not a nation emerged from the war in as good condition industrially, economically, politically and morally as when it entered. This was a war when both victor and vanquished suffered. Neither gained. There was loss everywhere.

Men, too, are asking searching questions about the war. They ask what important issue was settled by the war. The last war developed many more questions than it settled. Where there was one question in Europe before the war, today there are a dozen. If, therefore, war develops more questions than it settles, why resort to it? To what end have ten million men died in the flower of their young manhood? Why resort to a means of settlement that does not settle? Will civilization become so bankrupt morally and intellectually that it can find no other means of settling disputes and rivalries than the method of war?

Thus the folly of war impresses men today. They think of the terrible destruction of life and property. They remember, also, the burden which has followed the war. In America we speak with alarm about our public debt. It is great, approximately twenty billions and represents a per capita burden of about one hundred eighty dollars. In England the debt per individual is eight hundred forty-three, and in Italy it is nine hundred ninety dollars, while in France it reaches the tremendous figure of two thousand fifty-six dollars for every man, woman, and child in these countries. The mere funding of the debts of these countries has become a most perplexing question as the recent effort on the part of the French Debt Funding Commission and our own demonstrated.

This desire for peace, however, grows out of a deeper emotion than that stimulated by losses. There is a growing sense that war as a means of settling trouble is wrong. After all the devastation and suffering and death of war men must sit down together and formulate a treaty by which matters are adjusted. Men are seeing in war the symptom of wrong relations between nations. Correct these relations and the symptom disappears. In other words, establish good will in the affairs of nations and the danger of war passes. Get rid of intense and extreme nationalism and the peril of war disappears. Recognize the larger humanity, that "God hath made of one blood all nations," and the basis of peace is established.

Europe is full of monuments. None, however, which we saw impressed the writer so much as one near Trafalgar Square, London. On the Square stands a monument to Lord Nelson. It is imposing. It rises some ninety feet above the street and bears on its top a figure of the great Lord Nelson. Not far from this is another monument. It is not greatly imposing. It is hardly twenty feet high. It is a monument to Edith Cavell. On the sides of the monument are: Humanity, Sacrifice, Fortitude, Devotion. In front is a beautiful statue of Miss Cavell, who was put to death at "Brussels, Dawn, October Twelfth, 1915," and on another side of the monument, most impressive of all, are the words, among her last: "Patriotism is not enough. I must have no bitterness, no hatred for humanity." Let the world catch the significance of these words and it will move with giant stride toward Peace on Earth, Good Will to Men.

A RECIPE FOR EDUCATION

To infinite patience add a little wisdom, carefully strained through profitable experience. Pour in a brimming measure of the milk of human kindness, and season well with the salt of common sense. Boil gently over a friendly fire made of fine enthusiasms, stirring constantly with just discipline. When it has boiled long enough to be thoroughly blended, transfuse it by wise teaching to the eager mind of a restless boy and set away to cool.—Tomorrow he will greet you an educated man.

—Edwin Osgood Grover.

What Your Boy and Girl Will Get From the Public Schools in 1926

Chicago Commerce asks what we expect of the city schools in 1926. Between receipt of the inquiry and the present moment twenty-one of our principals have dropped into this office to exchange holiday greetings. I borrowed their brains to answer your question.

What the different worthies said often repeated the same idea in different choice vocabularies. This shows a gratifying unanimity regarding some of the larger educational problems confronting the educational work today.

The most frequently uttered project mentioned by our Chicago schoolmasters is the revision of the course of study with intent to make it simpler and capable of producing a higher quality of human output. Our course, like those of other cities, has been like a miser's hoard—much put in from time to time and nothing thrown away. Our school people almost unanimously ask for fewer things, better done.

In common with the rest of America our folks want a return to the original national proposition—school service for general welfare instead of supplying separate scholars with personal accomplishment. Who pays for the schools? Everybody. For whom, then, should the schools be run? For the general public, especially for Chicago. We want to select for every grade such studies and daily exercises as in the judgment of our schoolmasters, teachers, and citizens will best prepare our children for civic service.

We want a human output that is capable of thinking about civic duties and responsibilities. Therefore, we expect, say our principals, to make our reading lessons tend more and more to this end.

We want a reliable citizenry. Therefore, my scholastic visitors are saying, we shall continue to use Arithmetic as a daily exercise in self-directed accuracy. We're for 100 per cent. in every problem. We'll do fewer of them but stick to each until it's right.

We want the general welfare thought of by our boys and girls, therefore we'll teach them the courtesy that underlies good hand-writing and correct spelling. Anyone can get along with his own bad penmanship and misspelled words. It's thought of the other fellow that should make you more careful. I hope you get that; it's a big Chicago idea.

We want the obligations of school children toward the taxpayers realized. Therefore we will continue our provisions for young citizens' patrols to keep tidy school yard and halls, and to take part in clean-up week, and to reduce the vandalism which destroys window panes and other public property.

We want the American's fundamental right to the pursuit of happiness. Therefore, we shall promote the encouragement of music, art and fun in the schools.

We wish to be good law-abiding citizens, therefore we mean to push ahead in obeying the state constitution which demands of us "a thorough and efficient school system."

We desire to fulfill the promise of the founders of the free public schools that a finer race of honest men consecrated to "religion, morality, and good government" would follow the establishment of public education; therefore we shall consider the present tragic demoralization of morals a summons to more earnest direction of all our teaching toward civic virtue.

Many more details as to this or that repair of educational processes were spoken of by our contributory visitors, but every hint, suggestion, and promise fits in somewhere to the general outline here given.

Therefore, Happy New Year, Chicago; all of us mean to make your schools conduce to it. Amen.

WILLIAM McANDREW,
Superintendent.

Book Table

BUILDING WITH WORDS: ELEMENTARY GRAMMAR AND COMPOSITION. By Francis Kingsley Ball. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: Ginn and Company.

We called attention with emphasis to the author's "Constructive English" when it appeared some two years ago, because it blazed a new path to the securing of intelligent use of good English, and we welcome heartily "Building With Words" as a skilful approach to his "Constructive English."

Mr. Ball strikes a new trail for the pupil who is to learn to write correctly and easily. It is the same trail they have all talked about, but he magnifies it in new ways. Mr. Ball is not satisfied that the pupil sees evidence that the game he is trailing has been there, but he wants the pupil to know which way the game was going when he was there. With Mr. Ball the building of words into sentences is always a "going concern." It is always thinking as well as knowing.

In "Building With Words" there are thirty-six chapters on "The Sentence." The game the pupil is trailing is sure to make its home in the sentence, and the trail of the preposition, of the pronoun, of the predicate adjective, of the interjection, of the ellipsis, and of each of the twenty other words in action will lead the pupil a wild goose chase unless it leads him to "The Sentence," which is the lair of all good usage. There is no use for a word in speaking or writing unless the use represents real thinking when it is used, or represented real thinking when the habit of correct use was established. On the second page of "Building With Words" the pupil has to do his own thinking in speaking or writing twenty sentences. On the third page the pupil has to do his own thinking while writing twenty-six sentences, and in the two hundred and five pages the pupil does his own thinking when he uses any words in speaking or writing. While this is easy thinking on the early pages of the book, it is impossible to distinguish the adverbs, adverb phrases, or adverb clauses in any one of the forty-four sentences on pages 158 and 159 without thinking clearly every minute, and so on until on page 197 he may have to consult the dictionary in order to use correctly with voice or pen the one hundred and fifty homonyms, synonyms, and antonyms.

Francis Kingsley Ball certainly has a clean-cut view of the message he puts over for the public who builds with words.

FAR AWAY AND LONG AGO. By William H. Hudson. School Edition. New York: E. P. Dutton and Company.

There is nothing in the title, and nothing new in the author's name to indicate that this is one of the rare books for boys and girls, almost equal to "Robinson Crusoe," but ten years ago and before Professor Hudson was one of the well known writers of America and England. He was on the staff of Cornell University, Chicago University, and Leland Stanford Jr. University. "Far Away and Long Ago" was one of the masterpieces in recent literature. It is the autobiography, so far as his boyhood and youth are concerned, of Hudson's life in South America, a life so incomprehensible to boys in the United States that it is as fascinating as any story of fiction adventure, and more valuable than any geography of Argentina and Buenos Ayres that we have seen.

We know of no other book at all comparable to this as a thrilling account of real life of a man who played a real part in three of our universities, whose boyhood was spent on the plains of South America sixty years ago.

EVERYDAY SCIENCE PROJECTS. By Edith Lillian Smith. Cloth. Profusely illustrated. 341 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Project aids in school and out are so thoroughly established that the standard school book houses are sparing no pains in producing books to meet the demand regardless of cost. "Everyday Science Projects" abundantly demonstrates this, for it is fifty per cent. larger than the early books, and the paper, press work, illustrations and binding are as fine as any book that comes from the famous Riverside Press. The author has spared no time, no pains, no cost in preparing elaborate copy worthy the elegant setting the publishers give it.

While the author provides elaborate material, far beyond the traditional need, it is so presented that all children will enjoy it, use it and profit by it. There are simple, but highly valuable charts for each of the twenty-four sections of Projects.

CROWELL'S HANDBOOK FOR READERS AND WRITERS. Edited by Henrietta Gerwig. 734 pages. New York: Thomas Y. Crowell Company.

To all literary workers the new Crowell's Handbook will be of inestimable service. It is packed with odds and ends of useful information, arranged in alphabetical and easily accessible form. Here are characters of fiction, drama, poetry, and mythology; sayings and allusions; historical places and figures; authors' names with dates and best-known works; explanations of familiar allusions, such as "tenderloin," "k. p.", and many another.

This volume is the product of months of research in little-known as well as well-known places. It has the further valuable feature of being up to date. The most recent terms made current by the World War fraternize with the old gods and goddesses of mythology. There are, in fact, over 15,000 references. The book will take its place at once among the half-dozen absolutely necessary things on the desk.

A FIRST BOOK IN EDUCATION. By Louis E. Heinmiller, Ph.D., State Normal School, Slippery Rock, Pa. Cloth. New York: The Century Company.

Dr. Heinmiller presents teachers and especially the teachers of teachers a new point of view in his approach to the Art of Teaching rather than the Science of Education. Methods have a soft pedal while the accelerator is in action on the functions of the school.

The muffler is on all extremes in theory and practice and there is a dimmer on all magical claims. There is no discouragement for any teacher who is trying to learn how to do honest work in an honest way. There is a spirit of encouragement for every faithful teacher.

OSMAN PASHA. A drama of the New Turkey. By William Jourdan Rapp. Cloth. 145 pages. New York: The Century Company.

In this important drama Mr. Rapp transcribes with the fidelity of an annalist, the sympathy of an understanding friend, and the touch of an artist, a fascinating page out of contemporary history which Western Christendom has not even glimpsed hitherto. This may be a prophetic vision of the revived Turkey. It is certainly a vista of a possible New Turkey which every student can ill afford to miss. In this setting it will do high school and college students good to read it.

THE RELATION BETWEEN SCIENCE AND THEOLOGY. How to Think About It. By C. Stuart Gager. Chicago: The Open Court Publishing Company.

It is improbable that any traditionalists will read Gager's interesting book, but a few sentences are at least interesting.

Roger Bacon, 1278, was imprisoned from the age of sixty-six to eighty for no greater crime than suggesting the experiment method in studying nature.

Three hundred years before Christ the Greek philosopher was charged with blasphemy for teaching that the earth moved around the sun.

Luther, Melancthon, John Calvin and John Wesley denounced those who said the earth revolved about the sun.

About the time Harvard University was established in the Massachusetts Colony (1632) Galileo pronounced this public recantation:—

"I, Galileo, being in my seventieth year, being a prisoner and on my knees and before your Eminence, having before my eyes the Holy Gospel which I touch with my hands, abjure, curse, and detest the error and the heresy of the movement of the earth."

AMERICAN AND BRITISH LITERATURE SINCE 1890. By Carl Van Doren and Mark Van Doren. Cloth. New York: The Century Company.

These authors are especially qualified to do this work not only satisfactorily, but brilliantly. One of the authors was for some time literary editor of the Century Magazine, and the other was literary editor of The Nation. Both are now on the faculty of the English Department of Columbia University. In their study of the best literature of the last third of a century they have been faithful but sympathetic critics.

HOW TO STUDY MODERN LANGUAGES IN HIGH SCHOOL. By Peter Hagboldt, Ph.D., instructor in German in the Junior College, University of Chicago. Paper. 31 pages.

HOW TO STUDY MODERN LANGUAGES IN COLLEGE. By the same. Paper. 24 pages.

Chicago: The University of Chicago Press. Price, each, 25 cents; postpaid 27 cents.

These helpful little pamphlets are a real acquisition to our stock of aids for students of modern foreign languages, Dr. Hagboldt is evidently an experienced teacher; he realizes the student's difficulties as a young American trying to grasp a foreign language, and he attacks the problem from that point of view. Up-to-date, sound, sensible, moderate, his helpful hints to students ought to lessen measurably the burden of the foreign language teacher who utilizes either of these little books in his classes. The surprising cheapness of the pamphlets makes them particularly attractive; there is no reason why every pupil in the class should not own one. An unpretentious task of this sort capably done constitutes a real service to modern language teaching. Dr. Hagboldt deserves our thanks.

THE WAY OF THE MAKERS. By Marguerite Wilkinson. Cloth. 316 pages. New York: The Macmillan Company.

We can recall no book that has been brought to our editorial desk in many a month that has the fascination of "The Way of the Makers," which lets one into the inner sanctuary of the poet's soul, before and after, long before and long after, on The Poetic Nature, The Poet's Travail, The Primary Inspiration, The Secondary Inspiration, How the Poet Works, and Fame.

No one else has written as Marguerite Wilkinson writes. "The poet can taste blue and hear yellow, and that with ludicrous vividness. He can touch light and hear moisture and see flavors proclaim themselves. . . . the 'dawn comes up like thunder,'" . . . "Poets tingle to the finger tips with feelings that do not move most people at all."

There are five hundred quotations each with its own message, and Miss Wilkinson broadcasts each so that every reader's amplifier "catches the wave length as though it were purely personal."

CUMULATIVE MATHEMATICS. I—Seventh Year. II—Eighth Year. By D. W. Werremeyer, Cleveland. New York: Harcourt, Brace and Company.

These two books, about 234 pages each, are made along new lines for the last two years of the old eight-year school, or the first two years of a modern junior high school. The seventh-year book has a speedy review of the important arithmetical work of the fifth and sixth years, and then introduces new material in ways largely new. The eighth-year book utilizes all the student has learned by applications quite unusual. The two books are focused for the new mission of an old subject.

ECONOMICS OF THE RADIO INDUSTRY. By Hiram L. Jones, Denison University. Cloth. 332 pages. Chicago: A. W. Shaw Company.

This is a pioneer work on Radio Economics. No student and no teacher can wisely or safely neglect first-hand authoritative information, historically or economically, of Radio science, and we have seen no textbook for the school, companion book for the home, or instructional book in economics and industry to compare for a moment with Professor Jones' "Economics of the Radio Industry."

Books Received

"Horace Mann Arithmetic." By Milo B. Hillegas, Mary Gertrude Peabody, Ida M. Baker. Philadelphia: J. B. Lippincott Company.

"English Essentials for Foreigners." By Pauline Rose and Frieda L. Shprentz. Chicago: Lyons and Carnahan.

"Writing of Today." Selected and Discussed by J. W. Cunliffe and Gerhard R. Lomer. New York: The Century Company.

"Finders and Founders of the New World." By James A. Woodburn and Thomas F. Moran. New York: Longmans, Green and Company.

"The Sounds of French." By Otto F. Bond. Chicago: University of Chicago Press.

"Orison Swett Marden." By Margaret Connolly. New York: Thomas Y. Crowell Company.

"School Library Experience." By Martha Wilson. New York: H. W. Wilson Company.

"Tendencies in College Administration." By Robert Lincoln Kelly, New York.

"Plainer Penmanship." By John Oswell Peterson. Milwaukee: The Bruce Publishing Company.

"One-Act Plays for Stage and Study." New York: Samuel French.

"Choice Rhythms for Youthful Dancers." By Caroline Crawford. New York: A. S. Barnes and Company.

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TREND OF THE TIMES

Calls Governors To Discuss Safety

President Coolidge recently urged all State Governors to be represented at Secretary Hoover's national conference on street and highway safety, to be held in Washington March 23. In his letter to the Governors he declared that nearly 24,000 persons were killed and that more than 100,000 were injured in street and highway accidents in 1925. He pointed to the need for a "progressive solution of what is a very difficult question." Constructive exchanges of experience in development of traffic control and safeguards becomes of the highest importance, the President asserted.

Mexico Defends Land and Oil Laws

The "case for Mexico" in defence and justification of her recently enacted land and petroleum laws was presented in an official statement issued by Senor Aaron Saens, Secretary of Foreign Affairs at Mexico City, and made public in Washington by Senor Don Manuel Tellez, the Mexican Ambassador to the United States. No direct reference was made to the representations and protest of the American government, which were handed to the Mexican government more than a week previous. Secretary Saens, in the official statement, challenged the contention that the new laws are retroactive and confiscatory or require foreigners to waive their own nationality to acquire real property in Mexico. He declared these charges were "unjustified" and devoted a considerable part of his statement to showing them so.

To Publish Details of Brokers' Loans

Through a new system announced by the Federal Reserve Bank of New York and the New York Stock Exchange, the public, for the first time, is to get official detailed information concerning the amount outstanding in loans to brokers on stocks and bonds and their sources of credit. The exchange every month will announce the total outstanding time and call loans of its members at the close of business on the last day of the preceding month, and the Federal Reserve Bank each week will report the volume of loans made by each of the sixty-one reporting banks in New York City on stocks and bonds, as well as the source from which the money was received. Heretofore only the total loans have been reported.

Soft Drink Sale Regains Lost Ground

Eric Scudder of Chicago, speaking before the second annual convention of the New Jersey State Bottlers of Carbonated Beverages in Atlantic City, stated that although prohibition at first hurt the sale of soft drinks greatly, the American people now consume 400,000,000 quarts of such beverages each year. Mr. Scudder is head of a soft drink manufacturing company. "Previous to prohibition," he said, "a great many bought soft drinks over the bars. When the saloons were closed this business was lost. It has been only by hard labor in the distribution of soft drinks to every small store in every town and hamlet that we regained that loss."

Coolidge Opposes Loans For Arms and Monopolies

The Administration's policy toward foreign loans by private bankers was defined recently. The Government is opposed to loans that will be used for military purposes, and likewise is against financial assistance being afforded to foreign government monopolies. President Coolidge feels that no fast rule can be made, but generally speaking the policy of the Government is to oppose loans to support trade monopolies in foreign countries on materials that enter into the general consumption of the American people. This applies, it was explained, to rubber and coffee.

Germany to Raise War Guilt Issue

Germany's admission to the League of Nations will be the starting point of a strong campaign to bring before the Assembly of fifty-four nations in Geneva the issue of war guilt which the Treaty of Versailles fastened upon the Reich. For a year German jurists have been working upon the plan to make an appeal to world opinion. An attempt was made to bring up the issue at Locarno, but England intervened lest such a move at that time ruin the conference. Germany plans to ask for official publication of all documents by the nations involved in the war, a commission to examine these publications and a neutral court to decide who was responsible for the war. In the event of an agreement on these requests and should Germany be acquitted, it is very possible that she might refuse to pay the reparations and demand a return of the colonies lost by the Treaty of Versailles.

French Income Tax Menaces Americans

The Chamber Finance Commission of the French Government has approved tax provisions that contain a clause which if enacted into law and enforced might ruin the American colonies in France by causing a general movement westward of resident American millionaires. This provision says that foreigners living in France or possessing property there must in future declare their full revenues from all sources and pay taxes on them according to the French schedule. There are at present 67,000 Americans living in France. An American or Englishman with an income of $1,000,000, of which there are quite a few in France, would, if the new proposal were made law, owe the French Government about $800,000 a year and in America or England he would owe sufficient to bring his income tax up to more than 100 per cent. The matter would become serious for Americans working in France. The tax on an income of $10,000 would be about $3,000 and on $15,000 it would be about $5,000.

Crown Jewels Dazzle Throngs

Scores of thousands of Russian workers and peasants flocked to enjoy the dazzling splendor of the crown jewels of the Romanoffs, now the property of every poor citizen of the Communistic republic. This collection of gems, the estimated value of which is $250,000,000, has been turned into a source of revenue by the Soviet government, which has placed it on exhibition at the Soviet Trade Union House in Moscow, formerly the Club of the Nobles. The regal collection represents the accumulated treasure of ten different Russian royal families, and includes crowns, sceptres, coronets, emblems, tiaras, diadems, necklaces, bracelets, rings and gems of many other kinds. The object of greatest curiosity among the gems was the huge Imperial Crown of All the Russians, a magnificent dome-like patriarchal miter, containing more than 4,000 carats of diamonds of the first water and carrying on its summit a cross of diamonds and rubies of exquisite beauty, the whole valued at $52,000,000.

Pardon Record Set in Texas

Generosity toward the youth, the aged and unfortunate in Texas penal institutions marked the first year of the administration of Governor Miriam A. Ferguson, who has set a record for pardons and paroles in Texas. Since taking office January 20, 1925, she has granted clemency to 1,315 persons, 821 of whom went free on full or conditional pardons and paroles. Twenty conditional pardons, paroles and furloughs were revoked. The woman governor's pardon policy has subjected her to much criticism within and without the state.

Germany Restricts Use of American Films

Diplomatic representations are being made at Berlin on behalf of American motion pictures, which are an object of peculiar discrimination in Germany. They are not on a tariff basis, as are other foreign commodities, but are put in a class by themselves for readier control; and fear is expressed lest, if this example is followed by other European countries, other American industries suffer along with the movies. Germany bases her system of control on the ground that the Government is nursing and protecting an infant industry, but the American producers ask nothing more than a market open to fair competition on a reciprocal basis. The system of regulating film importations into Germany is to grant permits only to houses which agree to exhibit a "compensation" German film of a certain date and a certain length. This applies to all foreign films, but actually American films are about the only ones imported; so that under this arrangement only one alien picture can be imported for each domestic picture exhibited.

Primogeniture Law Ended in England

Under an act effective soon, dealing with the administration of estates the owners of which die intestate, elder sons will possess no advantages over younger sons and the hoary word "primogeniture" practically will be eliminated from legal language in this country. The new act gives male children no preference over female. England is the last of Western civilized powers to abolish primogeniture. The law, ever since it became firmly established in the time of Henry III, has in general applied to inheritance of land of intestates among male children, but there have been many exceptions. Primogeniture was a growth of feudalism and designed to keep fiefs together.

Wales and Collegians as Fashion Leaders

The Prince of Wales, with his contagious smile and winning ways, is setting the styles of men's clothing, and the college boy is popularizing it in a manner all his own, declared George Henry of Cincinnati before the convention of the International Association of Clothing Designers. Youthful styles and the comfortable ease with which the collegian wears his clothing are restful to the public, and in this way he has succeeded in making popular many styles and models, he said. Ralph Grossman of Montreal told the delegates that the American man is better dressed than any other in the world, because of the exacting efforts of the designer.

Spinacin, a new protein, has been discovered in spinach leaves.

The ancient Greek temple of Demeter at Selinus in Sicily, which collapsed in an earthquake, is to be rebuilt by the Italian government.

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EDUCATION IN ACTION

Freshman Mind Found Wanting

Harvard freshmen got a shock recently when President Lowell took the measure of their mentality and found it wanting. "They can't read books," was one conclusion of the president. "They can read passages and understand the meaning of particular things when pointed out to them," he said. "They have not the habit of sustained mental self-direction that will enable them to follow the thread of an author's thought for a considerable time," he concluded.

Professor Hughes Mearns of the School of Education, New York University, who was formerly associated with Lincoln School of Teachers College, has been in great demand as a speaker during the fall and winter months on the theme "Setting Free the Creative Spirit," the subject of his recent book, "Creative Youth."

Millions Raised by American Colleges

Sixty-seven American colleges and universities in the last six years have raised $148,257,670 in public campaigns to extend educational facilities, according to John Price Jones in a speech before the Board of Education of the Methodist Episcopal Church in New York City. Alumni of the institutions gave $68,173,994, a little less than half of the total. The campaigns ranged from that of Bluffton College for $125,000 to the $17,500,000 drive of the University of Chicago. Returns indicated, Mr. Jones said, that the cost of raising the money was from two to three per cent. of the total subscribed.

Charleston Banned at Goucher College

The Charleston has joined the radio, bare knees and cigarettes on the list of things forbidden at Goucher College in Baltimore. The latest ban was placed by Miss Elizabeth Mason, Midgard Hall matron. Miss Mason followed her edict with an explanation that since the advent of the Charleston at Goucher, Midgard Halls plaster was being jazzed off the ceilings, and pictures, too, were tumbling down. Midgard Hall is one of the Goucher dormitories. Radios recently were ordered silenced by President William W. Guth, as being responsible for that tired feeling in the morning, and bare knees and cigarettes long have been outcasts.

College Classed With Automobiles

Charging that parents send their sons to college because they look on a college education as "an earmark of prosperity like having automobiles, jewelry and fashionable clothes," Roger W. Babson, of Wellesley, Mass., answered the college undergraduate criticisms of his views on education with a long communication to the Yale Daily News. Mr. Babson analyzed the conditions in college and while deploring the situation did not place the blame upon the colleges or faculties. "The difficulty is primarily with those parents who send their sons to college not to be trained, but because it is the proper thing to send them," he stated.

Presidency Losing Its Attractiveness

The White House seems to have lost its lure for Chicago school children. Of 189 eighth graders who answered a questionnaire, only one wanted to be President. Ten expressed a desire to be football stars, eleven wanted to become dancers, seven hoped to be great travelers and others longed for careers as aviators, actors, saxophone artists, speedboat kings, swimmers and radio announcers.

Leaves College After 56 Years

After fifty-six years of almost unbroken study, as a student at Harvard College, Colonel George Lyon, Jr., possibly the oldest college student in America, recently gave up his studies at Harvard in order that he may leave for the West Indies, for the purpose of looking after his fruit groves near Cuba. Colonel Lyon entered Harvard from Exeter Academy more than half a century ago. He has attended classes with more than two generations. And in the meantime, during summers and odd years in which he did not study, he has served in various capacities of bank president, Indian fighter, cowboy, stage manager and farmer. Colonel Lyon's chief interest in his work at Harvard has been the development of his ability as a public reader, after the manner of Professor Copeland. Colonel Lyon, who is married and has one child, was graduated from Harvard in the class of 1881.

Radical Changes in Educational Policy

Radical changes in its educational policy for upperclassmen and graduate students have been announced by Yale University authorities. The principal departure lies in the fact that these students will be permitted to take such courses as they choose, providing a satisfactory grade is maintained. In addition, they will be permitted to attend classes if they see fit. The idea is to place less emphasis on class work and more on independent thought and research. These changes are to be put into effect particularly in the School of Medicine and the School of Divinity.

Columbia Seniors Express Wishes

Among the answers to a questionnaire by 130 of the 300 seniors at Columbia University, fifty-eight said they would marry for money if they get the chance. Sixty-five believe Prohibition "a bad thing for the country." Fifty-seven favor bachelorhood. Twelve declared their college education had not been worthwhile. Associate Professor Harry J. Carman of the History Department was voted the favorite instructor. Mark Twain is the class's favorite author. John Barrymore and Walter Hampden were named the most popular actors. Forty-five who voted are Republicans and thirty-four are Democrats. The majority expect to be earning $5,000 annually five years after graduation.

Property Holdings of Yale University

Property holdings of Yale University, believed to be the largest of any institution of learning in the United States, are valued at $30,229,000, according to a report filed by the New Haven assessor with Mayor John B. Tower. The holdings, which are exempt from taxation, are divided between the Yale University proper and the Sheffield Scientific School, the former being credited with $27,287,000 and the latter with $2,941,000. A valuation of more than $6,000,000 is placed on Yale's campus, with the land alone rated at $2,293,250. The various buildings comprise the remainder of the value.

Penmanship Achievements In Mount Vernon, N. Y.

The sixth grade children of the Columbus School of Mount Vernon, New York, have worked out the following achievements in Penmanship to assist themselves in writing legibly:—

Penmanship Achievements.

1. Dot the i's. Cross the t's.
2. Close a, g, d, o.
3. Make a loop in e and l, b, k, and f.
4. Make l, f, b, h, k, taller than t and d.
5. Make a sharp point on r, s.
6. Make m and n round at the top.
7. Make even spaces between letters and between words.
8. Keep every letter on the line.

As a result of the above achievements a marked improvement has been made in penmanship. Each child self-corrects his own penmanship.

This same sixth grade brought in several slogans for class use. After deliberating as to which was the best the children decided that "Do Right" included all of the others and therefore it was adopted as the class slogan.

What Life Has Taught Him

Arthur B. Farwell, a prominent Chicago business man, on reaching his seventy-third birthday recently, summarized what he gathered out of the ripe experience of a long life: "I have spent a lifetime learning that the greatest joy of life is service, the greatest power in life is love, the great rule is the golden rule and the greatest battle is the battle against self."

Extend Freedom of Cutting Classes

Harvard seniors in good standing may cut classes at their own discretion, under a faculty rule adopted recently. They may have unlimited cuts without fearing disciplinary action from the dean's office, except that they may not extend the vacation periods. These privileges have hitherto been granted only to men on the dean's list—the first three groups of the rank list. The change does not abridge the right of the individual instructor to exclude from his course any one whose failure to attend interferes with the conduct of the class. It will go into effect after the mid-year period.

Dr. C. E. Benson, Professor of Educational Psychology, School of Education, New York University, delivered a series of lectures on "The Development of Children and Youth" at a conference of church workers in Westfield, N. J., during the week of January 11 to 15. The series of lectures were under the direction of H. D. Maydole, superintendent of the Sunday School of Religion.

Today's Customs to Be Printed in 2016

A memorial to the last half of the nineteenth and the first part of the twentieth centuries, comprising a ledger of the manners, customs and peculiarities of this period, to be published 100 years after his death, is provided for in the will of Dr. J. William White, it became known recently. Dr. White, a former professor of surgery at the University of Pennsylvania, a noted surgeon, author and publicist, died April 25, 1916, leaving an estate estimated at $500,000. An item in his will set aside $5,000 as the nucleus of a publication fund to cover the costs of printing and distributing the memorial work he designated. The sum, Dr. White specified, should be invested and reinvested by the university trustees until the end of the century.

There were 1,400 high school students of Boston high schools who earned $46,043 in the Christmas holiday trade as a part of their high school training for business.

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HORSFORD'S ACID PHOSPHATE

Mathematics Helped Win World War

American mathematicians had a big hand in winning the World War, Professor O. D. Kellogg, of the Mathematics Department of Harvard University, told the American Mathematical Society at its annual meeting in New York City. Professor Kellogg asserted that American artillery was supplied with the best data of any of the armies for determining the effectiveness of their fire on the front, as a result of the work of Professor F. R. Moulton of Chicago University. The speaker said Professor Moulton gathered a band of expert mathematicians, who had been calculating the movements of the heavenly bodies, and they discovered that the theory of the orbits of these bodies could be used in determining the range and effectiveness of cannon projectiles. The idea that mathematicians are impractical was discounted by Professor Kellogg. He also asserted that romance and imagination have a place in the lives of these scientists.

Yale has changed the entrance examination rules. After next year the fitness of applicants will be determined by their school records, the confidential reports of their headmasters, and the entrance examinations taken immediately at the close of the school work.

America's Libraries Best in World

Dr. Wilhelm Riedner, chief librarian of the State Library of Munich, who has just returned from America, where he supervised a German book exhibit at Columbia University, is of opinion that the United States leads the world in the excellence of its public and university libraries. In respect to physical equipment and methods of administration, American libraries are far ahead of those of Europe, Dr. Riedner said. Any European visiting the public libraries of New York or Chicago must turn green with envy, he added. Dr. Riedner made a personal report on his trip to President von Hindenburg, who expressed gratification over the progress made in the resumption of cultural relations between Germany and the United States.

Chicago is to spend $55,000 a year for five years to study the behavior of children and young people and after five years the assumption is that something will be done to improve the behavior of the children and young people of Chicago. In the meantime why not do something to improve the behavior of the children and young people?

To Watch Smoking by College Girls

A survey of social conditions in American colleges, including the growth of smoking among women, was ordered by the Pan-Hellenic Congress, representing national college sororities. The congress named a survey committee to investigate the cost of sorority life, housing conditions, social activities and similar questions, and report to next year's Pan-Hellenic meeting. The congress also ordered an investigation of scholastic standings among college sororities to determine what the organizations are doing to keep up a classroom standard.

Football Attendance Figures Go Up

Reliable estimates indicate that fully 12,000,000 spectators watched the ebb and flow of college gridiron fortunes during the two months' season. To take care of this astonishing attendance, which represents an increase of 2,000,000 over the figures of 1924, new and gigantic stadia have sprung up in all parts of the country, with Pittsburgh and Brown dedicating two of the most imposing additions to the game's great monuments.

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Unsatisfactory Job

Teacher—"Johnny, would you like to be President of the United States some day?"

Johnny—"No, Ma'am. I'd rather have a steady job."

Let Him Rough It

Harry—"Now that your boy is going to college, you ought to buy him an encyclopedia."

Roy—"Be darned if I do! Let him walk like I did."

Conjugal Felicity

A teacher in a Liverpool school was trying to find from a tiny child the name of his father. He seemed quite unable to think of it, so to help him she asked:

"What do you call him?"

"I call him father," was the reply.

"Well, what does your mother call him?"

The response was eloquent of the manners of the neighborhood: "She doesn't call him anything—she likes him."—Liverpool Post.

Bad Condition

The school children were being examined by the visiting nurse. Jack is a husky, well developed child, but it seems he weighed two pounds less than he should for his height and age.

This distressed him and he hurried home and, almost in tears, said: "Mother, I'm two pounds underfed."—P. W.

When You Take the Children Along

"What was the name of the last station we stopped at, mother?"

"I do not know. Be quiet. I'm working out a crossword puzzle."

"It's a pity you don't know the name, mother, because little Oscar got out of the train there!"—Kaspar (Stockholm).

The Way to Break Into Literature

Author—"The very first thing I sent to a magazine was accepted."

Young Friend—"Was it poetry or prose?"

Author—"Prose. It was a check for a year's subscription."—Alice J., Elizabeth, N. J.

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Esperantists Hold "Barcho"

The first open meeting of the Boston Esperanto Society was held on January 16.

Dr. Kenji Ossaka of the Japanese Government Railway, who is to leave soon for the South, bade farewell to the Boston Society. Dr. Ossaka is one of those sent abroad each year to familiarize themselves with foreign languages; he speaks English and French, but prefers the international language. Esperanto, he says, can be learned by the average Japanese in a year, while English cannot be learned in a lifetime. As editor of the Japanese Esperanto monthly, Oriento Revuo, he last year made a propaganda tour through Manchuria and Corea, meeting a number of Russian and Chinese Esperantists.

In the East Esperanto is becoming very popular; the number of members in the central Japanese Esperanto organization has increased since the war from 400 to 2,500. Nearly every college has its Esperanto group. Some of the lectures formerly given in German in the Imperial University are now being given in Esperanto. At the Tokyo Imperial University Medical School technical papers are being published in Japanese and in Esperanto.

Professor Louis C. Lambert of Boston University, College of Business Administration, was also present. He is to begin a new course in Esperanto at Boston University, for beginners, on Tuesdays and Fridays, February 2, from 6-7. Professor Lambert regards Esperanto as having a great future and as very useful now for foreign trade. A new State Course in Esperanto, at the Normal Art School, Boston, is announced for January 28. Radio fans are especially invited to the opening meetings of these courses. President George Winthrop Lee, in response to Dr. Ossaka, sent Boston Esperantists' greetings to the Japanese "Samideanoj" (same-idea-people).

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School Savings

By Percival S. Barnes, Superintendent, East Hartford, Conn.

Last year's records show that over 80 per cent. of the pupils of East Hartford made use of the system and that over 76 per cent. of all the children in the schools had active savings accounts. Eight children in every ten were forming the definite habit of saving and were gaining a sense of ownership of personal property as expressed in a bank account.

In order to stimulate interest in savings in the several schools we have run contests for the largest percentage of the enrollments with savings accounts. We have not stressed the amount of savings, but the regularity, and then to secure the largest number possible in each school with active accounts.

Last year at the close of the season there were over 2,000 accounts from an enrollment of about 2,600 elementary pupils. This count includes all from six years of age up. In September of this year there were nearly 1,800 accounts, which have increased to about 2,000, last year's closing standard. The outlook, therefore, is for a 90 per cent. enrollment in some of the schools, and a probable average of above 80 per cent. for all schools. Now nearly every child in the schools uses the system at some time during the year, although all these do not progress to the point of opening a savings account, hence are not counted in the contests as having actually completed their savings transactions.

Why He Left College.

By Bertrand Ellis, in McNaught's Monthly.

I left college because, from 9 to 10 o'clock every Monday, Wednesday and Friday, I was supposed to be intensely interested in poetry of the time of Queen Elizabeth; but at the ringing of a bell that interest was to cease, and I should throw myself wholeheartedly into the dissection of a frog, for an hour's time only, after which I was expected to deliver with bubbling enthusiasm the conjugation of a Greek verb. If, during lunch, I happened to become enthused over a sudden idea for my history theme for the next day, I could not rush to the library to read and write and study. No, no; I must forget that idea, put it entirely from my mind, which organ would commence, promptly at 1 o'clock, to function perfectly in solving fascinating geometric problems. Is it great wonder that I, with hundreds of other students, went to the movies that afternoon?

Not Easily Lost

The Bureau of Missing Persons in the New York Police Department received during 1925 reports that 20,388 persons had been lost in the city, according to a report filed by Captain John Ayres, commandant of the bureau. The police found or accounted for 98.7 per cent. of the missing persons and only 1.3 per cent. were not found. The report included tabulations of the numbers of persons absent from their homes here, those who were visitors, those who had amnesia, runaways and kidnappings. Only two kidnappings were reported in the year and both the children lost in that manner were found dead. The "peak age" of the disappearances was said to be fifteen years. More boys than girls of that age ran away from home, the figures being 535 boys and 335 girls. May and June were given as the months when most boys and girls "got the fever to be on the go."

Meetings to Be Held

FEBRUARY, 1926

8-13: Oklahoma Education Association, at Oklahoma City. C. M. Howell, secretary, 708 Continental Building, Oklahoma City.

12-13: Connecticut State Teachers' Association, at Hartford, New Haven, Bridgeport, and Norwich. Samuel P. Willard, Colchester.

21-25: N. E. A. Department of Superintendence, Washington, D. C.

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

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